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ABSTRACT

This paper discusses the development of the Anchorage Kindergarten Developmental Profile in the context of the Alaska Kindergarten Developmental Profile and presents some evaluation results from studies of the Anchorage measure. Alaska mandated the completion of an Alaska Developmental Profile (ADP) on each kindergarten student and each student new to first grade or new to school by November 2000, although the ADP does not require that any specific measurement of student performance take place. The Anchorage School District Developmental Profile was developed to fit the requirements of the ADP while giving the school district more consistent and useful information. A developmental committee developed, field-tested, and refined assessment activities and a Web-based data entry system for teachers to use in tracking their students. The Anchorage profile evaluates students in the areas of physical well-being and motor development, language and literacy development, personal-social development, thinking and cognitive development, and background. In focus groups, 56 teachers generally supported the profile system and found it useful. Questionnaires completed by 909 parents showed that parents generally felt that the assessment process was valuable. Ninety-two percent thought that meeting with the teacher in advance of the school year was valuable in itself. Some parents objected to the fact that the assessment process meant that the start of school was delayed for kindergarten students; these were usually parents with older students at the same school. Overall, teachers and parents support the developed assessment process and think that it helps show student needs early. Appended are state of Alaska Kindergarten Profile Report Form, Anchorage Kindergarten Profile Direction, including Alaska Developmental Profile Recording Form. (SLD)

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Anchorage Kindergarten Profile Implementing the Alaska Kindergarten Developmental Profile

Ray Fenton

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Anchorage Kindergarten Profile
Implementing the Alaska Kindergarten Developmental Profile

Ray Fenton, Anchorage School District

The kindergarten wars are over. No one is interested in the discussion of "academic" vs. "non-academic" kindergartens these days. There is a general acceptance in the public schools that kindergarten teachers are professional early childhood educators who start young students on the road to academic success.

When children come to kindergarten they differ greatly in their core knowledge and academic skills. Recent studies suggest that student's knowledge of reading and math is affected by many important factors that include the age at which they enter kindergarten, their mother's level of education, family characteristics, the primary language spoken at home, and their racial-ethnic heritage. A look at more than 4 million new kindergarteners in 1998-99 found that 75% were from two-parent families, 12% were in families that received welfare, 14% of mothers had less than a high school diploma and 22% had a bachelors degree or greater (ERS, 2000). Kindergarten students are a heterogeneous group.

Good evidence of the effects of student background on academic performance at the start of school comes from the United States Department of Education (1998) *Early Childhood Longitudinal Study*. When reading skills of first-time kindergarten students were examined with a standardized measure, the percentage of students scoring about the 75th percentile, the top 25% of the national average, differed greatly based on student background. For example, mother's education has a notable effect on reading: less than high school, 6% are in the top reading group; high school, 16% in the top group; some college or vocational school, 25% in the top group; bachelor's degree or higher; 46% in the top group. The pattern of scores is similar for math and general knowledge.

Of course, someone other than the parent is often having a substantial effect on the child. Four out of five students entering kindergarten students have care from some person other than their parent. About half of the students in kindergarten also have pre- or post-kindergarten day care. Finding causes for differences in students is not simple or certain.

The diversity of pre-school experience and academic preparation of students when they come to school and the educational imperative of "leave no child behind" brings us to the current desire of many to assess students at the start of school. The hope that is often stated is that a better understanding of student needs will result in better instruction and better outcomes for students.

The Alaska Developmental Profile

Alaska started to take an active part in the national movement toward assessment based school reform in the late 1990s. Alaska leaders participated in the 1996 National Education Summit and conducted their own Alaska Summit later the same year. Alaska's Governor Knowles introduced the Alaska Quality Schools Initiative in October 1997 calling for "frequent and meaningful testing" starting with a kindergarten assessment. State committees and

consultant/contractors developed goals, standards, performance benchmarks and the outline of the Alaska Developmental Profile (Alaska DEED, 2000).

Alaska mandated completion of an Alaska Developmental Profile (ADP) on each new to kindergarten and new to first grade new to school student by November 1, 2000. The ADP does not require that any specific measurement of student performance take place. The Profile is a machine-readable form to be submitted to the Department of Education and Early Development by district test coordinators. ADP directions indicate that the "Description" provided on the form is only included for guidance and that no specific assessments described under the description are required.

Alaska Developmental Profile
2000

Area[1]	Behavior	Description
Gender		M/F
Physical Well-Being & Motor Development	Physical Well-Being	Appears physically well nourished, well rested, and dressed for the environment.
	Fine Motor Development	Cuts with scissors, strings beads, uses crayon comfortably, stacks blocks
	Gross Motor Development	Hops on one foot, balances while walking on a line of floor, walks and runs with ease.
Language & Literacy Development	Speaking	Communicates needs, wants, or thoughts in his/her own primary language.
	Listening	Follows single two-step directions.
	Emergent Reading	Orally retells a familiar story, knows print carries the message in a picture book.
	Emergent Writing	Draws pictures or symbols to tell a story.
Personal-Social Development	Social Development	Plays and works cooperatively with others, adapts to activity changes.
	Approaches to Learning	Shows eagerness and curiosity as a learner, sustains attention in learning experiences.
Thinking & Cognitive Development	Problem Solving	Identifies problems and seeks solutions while playing with objects such as sand and water, blocks, construction toys.
	Number Concepts	Understands sequence of turn taking in games such as Candy Land, divides materials to use with a friend.
Child Background	Attended Pre-School	Preschool experiences can happen in many configurations including Head Start, private schools, and childcare environments.
	See Next Page	

[1] Areas to be assessed are specified in Alaska State Law and DEED Regulations.

Child Background cont'd	Health Data	Has health file that goes beyond State requirements of TB immunization, height, weight, vision, hearing (e.g., file includes dental and or physical exam records.
	IEP	Child has an IEP.

Teachers mark each developmental profile area with a "yes" or "no". According to the directions that come with the profile, a "yes" means that the child exhibits behaviors that are evidence of skill and knowledge in the area 50% or more of the time.

Student names are collected but are not recorded by the state. However, summary information including average student scores by school are made public as evidence of how well communities prepare their students for school.

Use of standard instruments for assessing children is suggested. Examples of instruments for the assessment of young children are presented in a state resource guide for kindergarten assessment. The state guide includes a wide variety of instruments. A few of the instruments that are included are norm referenced[2]. Some of the instruments relate to some of the areas in the Alaska Developmental Profile but none of the instruments cover all of the areas. No link is made between any instrument and Alaska Developmental Profile performance descriptions.

No specific level of performance on any instrument is specified as the basis for marking a "yes" or "no" on the ADP. It is also unclear how some of the information is to be gathered though the resource guide suggests that families and caregivers are excellent sources of information. Each Alaska school district is called upon to develop or select its own approach to fulfilling the state requirement for a kindergarten profile. Districts to not have to submit information on the approach they select and there is no qualitative assessment of district assessment practices.

Detailed information on the State of Alaska Developmental Profile including a complete *Users Guide* may be found on the State of Alaska WWW site, www.eed.state.ak. Additional information and copies of kindergarten profile reports are available from Dr. Richard Smiley, Administrator for Standards and Assessment, Alaska Department of Education and Early Development, 801 West 10th Street, Suite 200, Juneau, AK 99801-1894. The phone for the Alaska Department of Education and Early Development is (907) 465-8706.

The Anchorage School District Developmental Profile

Anchorage School District staff took an active part on state committees that advised on the development of Alaska standards, performance benchmarks, and the Alaska Developmental Profile. Staff who worked on the ADP came away from State meetings with two overriding concerns: 1) public comparisons of communities and schools based on ADP information that was not standardized or referenced to any common normative expectations for students would result

[2] Instruments suggested include: Battelle, Brigance, Daberon-2, Dial – 3, Early Screening Inventory-R, the Oregon State Assessment, Child Observation Record, Work Sampling System, Child Adaptive Behavior Inventory, Creative Curriculum, Child Development Tool, DIBELS, Shell-K Concepts About Print, Your Child's Kindergarten Qualities and others.

in unfair characterizations of communities and 2) the profile would not result in the development or selection of a valid and reliable measure of behavior of young children that could be useful in educational planning and resource allocation. Anchorage decided that it needed to develop a profile that would provide consistent and useful information.

Julie Ginder, Elementary Education Supervisor and past kindergarten teacher, worked with a team drawn from the Anchorage School District Assessment and Evaluation Department and administration to develop an assessment recommendations for Anchorage. After a comprehensive examination of available assessments for young children including input from the Northwest Regional Educational Laboratory and Anchorage kindergarten teachers, it was determined that there was not a single commercial product available that covered all of the areas specified by the state. The Anchorage School District also decided that it could not afford to support with ongoing teacher training and materials purchases needed for high quality assessment using a commercial portfolio product.

The State of Alaska mandated the assessment of all Kindergarten and new-to-first grade students without providing any financial support for measurement instruments, data collection, or teacher training.

An Anchorage Developmental Profile Committee was formed that planned a number of activities to be used by Anchorage teachers to assess students. The Anchorage School Board also accepted a recommendation from the Committee to delay the start of kindergarten to allow teachers to conduct the assessment and meet with parents. The Committee field-tested and refined assessment activities, produced a Guide to the Anchorage Assessment, produced a Handbook for teachers, and a training video with exemplars of expected student performances. The Assessment and Evaluation Department purchased materials including blocs, books and other materials. A WWW based data entry system was developed by the Anchorage School District Assessment and Evaluation Department for kindergarten teachers to use to track their assessment activities and to enter student data. An example of the ASD WWW Kindergarten Profile input forms is available at the Assessment and Evaluation Department site that can be accessed through the ASD home page (http://www.asd.k12.ak.us).

A summary sheet showing the Anchorage School District Kindergarten Developmental Profile and teacher directions for assessment activities is included as Appendix B. These directions are used in conjunction with the video training tape to prepare teacher to elicit assessable student behaviors. Each teacher is provided with a materials kit that includes tape for marking the floor, 30 plain wood blocs, and books four books from The Write Group: *Mrs. Wishy-Washy, Dan the Flying Man, The Farm Concert*, and *The Red Rose*.

As with the Alaska Developmental Profile, each Anchorage profile activity is marked with a "yes" or "no" and treated as a "pass" or "fail" item. Unlike the ADP, the Anchorage School District specifies multiple activities related to each behavior category and provides a scoring guide that teachers must use. Successful performance of more than one item on the Anchorage Developmental Profile is required to reach a "yes" on the Alaska Developmental Profile.

Evidence of the validity of the Anchorage Kindergarten Profile was established by two activities. First, the student activities included in the profile were reviewed relative to other early childhood assessments to establish that the activities were common in assessments and that they were associated with similar behavioral areas. Second, the student activities were tried out with kindergarten students to see if they findings of the observations were consistent with the experiences of parents and caregivers with the students. Both reviews let the ASD Assessment development group to conclude that the assessment activities were valid and that the information collected provided a reliable and realistic picture of the ability level of individual students.

The entire assessment was then tried out with individual students to establish that the directions (Appendix B) resulted in consistent solicitation of behaviors. After an initial review, it was decided that this element and the assessment needed to be supported with a video demonstration/training tape. Teachers trained with the tape and observed by the development committee were found to be consistent in their elicitation and rating of behaviors. Data recording was also found to be consistent.

These procedural checks and reviews included in the development of the profile were supported with a debriefing of selected teachers and survey of all kindergarten teachers after the first large-scale administration. This focus group review included more than 20 teachers with various levels of experience. It resulted in the rewording of some items some rewriting of directions for teacher.

No attempt was made during the developmental process to establish norms for individual students or to develop concurrent validity arguments based on the concurrent assessment of students with other established measures of early childhood behavior. Validation of local assessments is not required in Alaska. Anchorage teachers were satisfied that the Anchorage Kindergarten Profile produces information that has utility in the development of the instructional program of individual students.

Anchorage Kindergarten Profile
Activities

Area[3]	Behavior	Description
Gender		(Observed and recorded at parent/student interview and assessment.) M/F
Physical Well-Being & Motor Development	Physical Well-Being	(Observed and recorded at parent/student interview and in classroom.) Child appears to be well nourished. Child appears well rested and participates in activities. Child is dressed for the environment.
	Fine Motor Development	(Observed and recorded in classroom.) Child uses crayons, pencils, or markers.

[3] Areas to be assessed are specified in Alaska State Law and DEED Regulations.

		Child strings beads and stacks blocks. Child cuts with scissors
	Gross Motor Development	(Observed and recorded at parent teacher interview & assessment.) Child hops on one foot. Child walks on a straight line. (Observed and recorded in the classroom.) Child walks and runs to music.
Language & Literacy Development	Speaking	Child tells about something he/she likes to do
	Emergent Reading/Listening	Observed and recorded at parent/teacher interview & assessment.) Child follows two-step directions. Child identifies front of the selected book. Child identifies print on a page. Child listens to a story. Child retells two or more parts of a story.
	Emergent Writing/Speaking	Child draws a picture. Child tells about the picture. Child attempts to write name. Child labels or writes about a picture.
Personal-Social Development	Social Development	(Based on specific classroom observations) Child does variety of activities during free choice time. Child plays cooperatively with others. Child moves easily from one activity to another.
	Approaches to Learning	Child is excited about his/her new classroom. Child is willing to try new activities.
Thinking & Cognitive Development	Problem Solving	Child looks at a 10 block design and builds it with blocks. Child responds meaningfully to: Where do you buy bread, eggs, and milk? Why do we have keys? Where to you go when you want to see animals like tigers and bears? What do you do when you break something that belongs to someone else? What do you do when you play with a toy and someone takes it away? What do you do when you cut your finger?
	Number Concepts	Child counts five blocks with one-to-one correspondence. Child hands you four blocks. Given six blocks, child divides them equally to share.
Child Background	Attended Pre-School	Head Start, private, or public pre-school experience. (Non-academic physical activity programs and day care do not count.)
	Health Data	Dental exam record. Parent Health Questionnaire.

		Physical Exam record.
	IMP	ASD or Pre-School IEP in place for the child.

Appendix B provides a summary of the results for the Anchorage Kindergarten Profile results for 1999. State reports showed that Anchorage tended to have few students marked "yes" in all categories. This raised immediate questions in Anchorage because of the inconsistency of Kindergarten Profile results with other indicators such as State test scores at higher grades that show relatively high reading and math performance among Anchorage students.

Many teachers and principals in Anchorage feel that the differences in scores reported by the state are due to the lack of consistency in assessment from place to place. There is a concern that the lack of standards and standardization in the state assessment approach results in misleading information on communities and student needs.

A formal effort was made to assess the reaction of kindergarten teachers to the Anchorage School District Kindergarten Profile. Kindergarten teachers and principals formed a focus group at each school. Each group was asked to see if they could come to consensus on three specific questions. Not all groups were able to come to a consensus decision of "Yes" or "No."

Focus Group Review Results by School

Question	Yes	Maybe or Split between "Yes" and "No"	No
Does the kindergarten give you a better understanding of student academic and social needs?	**49** **88%**	**3** **5%**	**4** **7%**
Do you think that it was valuable to take the first week of school to meet with parents and conduct the assessment?	**53** **96%**	**0**	**2** **4%**
Should we continue to use the first week of Kindergarten for the assessment?	**53** **93%**	**1** **2%**	**3** **5%**

Parents were surveyed to assess their feelings about the value of the kindergarten assessment. Questionnaires were mailed to 3,500 parents and returned by 909, about one fourth of the group. Generally, the parents felt that the process was valuable. Fifty-seven percent reported that this was their first child to attend an Anchorage kindergarten. Ninety-two percent felt that meeting with the teacher in advance of the first day of school helped to make the first day a good experience for their child. Seventy-three percent said that they supported the assessment and a delay of the start of school. Written comments showed that most found the Kindergarten Developmental Profile to be of value.

A few of the parents, often parents with older students attending the same school, felt that the delay of starting school for kindergarteners was an imposition on them and had the effect of disrupting their day care and transportation arrangements. These parents mostly felt that the Anchorage profile was worthwhile if done without a delay of the start of school.

Conclusion

The public position being staked out in Alaska and other states that schools should do more to recognize the diversity found in the level of knowledge and skill that students bring to school is laudable. It recognizes the differences that exist among individuals and supports the effort to bring more resources to assure that every child does get the best possible education.

Public schools take students as they come. The goal of public education comes out loud and clear in the sound bite phrases of the politicians: "Help Every Child Achieve", "Be All that You can Be", Leave No Child Behind." Developing information to describe students as they come to school can help define the needs but assessment itself does not affect or improve the allocation of resources. More than testing is needed to convert slogans into student achievement and societal gains.

The shortcomings of the Alaska Kindergarten Developmental Profile – lack of a valid representation of what individual students can do and misleading about communities – are recognized. The State of Alaska Department of Education and Early Development is starting to take steps to improve the quality of the kindergarten assessment. It is expected that a group of educators will be brought together in April 2001 to address the problems that result from lack of standardization and instrumentation.

In Anchorage, teachers and parents support and are satisfied with the approach taken in the Anchorage Developmental Profile. While more could be done to establish the validity of the judgments made about students, teachers and principals feel that the assessments help them to get to know student needs earlier in the school year and to develop better instruction.

The outcome of the Alaska effort to introduce statewide early childhood assessment is still unknown. Early returns suggest that standardized and norm referenced measurement is needed to reach to goals set out for the Alaska Kindergarten Profile. The importance of the effort to implement universal assessment of students at the start of school is unlikely to be known unless there are studies of the impact of the assessments. This report from Anchorage suggests that the assessment of students at the start of school can be useful. The best that we can say at this moment about how useful it might be is that more research is needed.

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Appendix A
State of Alaska Kindergarten Profile Report Form

ALASKA DEVELOPMENTAL PROFILE RECORDING FORM

Alaska Department of Education & Early Development

STUDENT NAMES	DEVELOPMENTAL AREAS AND SAMPLE INDICATORS	Sex (M or F)	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT: PHYSICAL WELL-BEING: appears physically well nourished, well rested, and dressed for the environment	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT: FINE MOTOR DEVELOPMENT: cuts with scissors, strings beads, uses crayon comfortably, stacks blocks	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT: GROSS MOTOR DEVELOPMENT: hops on one foot, balances while walking on a line on floor, walks and runs with ease	LANGUAGE AND LITERACY DEVELOPMENT: SPEAKING: communicates needs, wants, or thoughts in his/her own primary language	LANGUAGE AND LITERACY DEVELOPMENT: LISTENING: follows simple two step directions	LANGUAGE AND LITERACY DEVELOPMENT: EMERGENT READING: orally retells a familiar story, knows print carries the message in a picture book	LANGUAGE AND LITERACY DEVELOPMENT: EMERGENT WRITING: draws pictures or symbols to tell a story	PERSONAL SOCIAL DEVELOPMENT: SOCIAL DEVELOPMENT: plays and works cooperatively with others, adapts to activity changes	PERSONAL SOCIAL DEVELOPMENT: APPROACHES TO LEARNING: shows eagerness and curiosity as a learner, sustains interest in learning experiences	PERSONAL SOCIAL DEVELOPMENT: PROBLEM SOLVING: identifies problems and seeks solutions while playing with objects and as a social and mental: blocks, construction toys	THINKING AND COGNITIVE DEVELOPMENT: NUMBER CONCEPTS: understands sequence of turn taking in games such as Candy Land, counts materials to set with a friend	THINKING AND COGNITIVE DEVELOPMENT: ATTENDED PRESCHOOL: preschool experiences can happen in many contexts, and child care in home, private homes, and child care environments	CHILD BACKGROUND: HEALTH DATA: has health file that goes beyond height, weight, record of TB immunizations, vision, hearing (e.g., file includes results of most recent health records)	CHILD BACKGROUND: IEP: child has IEP	RATINGS
		M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	**YES** = The child exhibits the behaviors
		M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	
		M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	
		M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	
		M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	**NO** = The child does not yet exhibit the behaviors
		M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	
		M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	
		M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	
		M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	
		M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	
		M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	
		M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	
		M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	
		M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	
		M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	

Appendix B
Anchorage Kindergarten Profile Direction

KINDERGARTEN IN SERVICE

Developmental Profile

August 26, 1999

Anchorage School District
Kindergarten Developmental Profile

Child's Name _____ **Date**_____

YES	NO	
		Language and Literacy Development
		Speaking
____	____	Child tells about something he/she likes to do.
		Emergent Reading/Listening
____	____	Child follows a two-step direction.
____	____	Child identifies front of the book.
____	____	Child identifies print on a page.
____	____	Child listens to a story.
____	____	Child retells two or more parts of a story.
		Thinking and Cognitive Development
		Problem Solving
____	____	Child looks at a 10-block design and builds it with blocks.
		Number Concepts
____	____	Child counts five blocks with one-to-one correspondence.
____	____	Child hands you four blocks.
____	____	Given six blocks, the child divides them equally to share.
		Problem Solving (cont'd)
____	____	Child answers at least 4 of 6 questions appropriately:

Where do you buy bread, eggs, and milk? _____

Why do we have keys? _____

Where do you go when you want to see animals like tigers and bears? _____

What do you do when you break something that belongs to someone else? _____

_____

What do you do when you are playing with a toy and someone takes it away from you?

_____

What do you do when you cut your finger? _____

		Physical Well-Being and Motor Development
		Gross Motor
____	____	Child hops on one foot.
____	____	Child walks on a straight line.
		Language and Literacy Development
		Emergent Writing
____	____	Child draws a picture.
		Speaking (cont'd)
____	____	Child tells about a picture.
		Emergent Writing (cont'd)
____	____	Child attempts to write name.
____	____	Child labels or writes about a picture.

Child's Name _____

YES	NO	Child Background *(from parent questionnaire)*
		Preschool Experience
____	____	Head Start, private, or public preschool experience.
		Health Data
____	____	Dental Exam
____	____	Parent Questionnaire
____	____	Physical Exam
		Individual Education Plan (IEP)
____	____	An IEP is in place for this child.

CLASSROOM OBSERVATION ACTIVITIES

YES	NO	Personal - Social Development *(from checklist)*
		Social Development
____	____	Child does a variety of activities during choice time.
____	____	Child plays cooperatively with others.
____	____	Child moves easily from one activity to another *(eg. from centers to clean-up).*
		Approaches to Learning
____	____	Child is excited about his/her new classroom.
____	____	Child is willing to try new activities.
		Physical Well-Being and Motor Development
		Physical Well-Being
____	____	Child appears well-nourished.
____	____	Child appears rested and participates in activities.
____	____	Child is dressed for the environment.
		Fine Motor Development
____	____	Child uses crayons, pencils, or markers.
____	____	Child strings beads and stacks blocks.
____	____	Child cuts with scissors.
		Gross Motor
____	____	Child walks and runs to music.

Anchorage School District
Kindergarten Developmental Profile

LANGUAGE AND LITERACY DEVELOPMENT

Speaking

A. *Teacher says:* **Tell me something you like to do.** *If the child needs a prompt, it is acceptable to adjust the question or model by sharing. For more information teacher says, "tell me more."* Check yes if child's response is appropriate to the question. Information gathered from entire interview may also be used in evaluating this item.

Emergent Reading/Listening

Materials - Basket of 3 - 4 short, appealing books that have a recognizable plot (supplied by ASD). Be sure books are not all facing forward or right side up.

A. *Teacher places basket of 3 - 4 books approximately 10' away from testing area within easy sight of the child. Teacher says:* **Bring me the tub (basket) of books and choose one you would like me to read.** (Be careful to state this precisely. This must be one sentence -- NOT two separate directions.) Check *yes* if child follows the *two part direction* without a prompt.

B. *Teacher says:* **Show me the front of the book.** Check *yes* if child points to the front of the book.

C. *Teacher opens to the first page of the story. Teacher says:* **Show me what to read.** Check *yes* if child points to any words.

D. *Teacher reads story to the child, observing listening behavior.* Check *yes* under Listening if child demonstrates listening behavior.

If the teacher discovers during regular classroom activities that this observation is inaccurate, the teacher may choose to change this score.

E. *Teacher says:* **Tell me what happened in this story.** *If necessary, ask* **"What else?"** Check *yes* if child accurately tells at least two events from the story. Child may refer to book for picture cues.

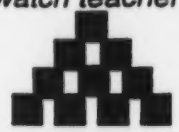
THINKING & COGNITIVE DEVELOPMENT

Problem Solving

A. Block Design

Materials - 1 teacher box of 10 1" cubes (same color)
1 child box of 10 1" cubes (same color)

Teacher builds ten block design behind a cardboard screen (child does not watch teacher build design).



(There must be spaces between blocks as shown in picture.)

Teacher removes the screen and says: **Look what I built. Can you build one like it?**

Check *yes* if child builds design just like model. (Child is given only **one** opportunity to copy design. If child is not successful after approximately 2 minutes, compliment the child for his/her effort, remove the blocks and continue with next assessment.)

Number Concepts

Materials - 6 blocks or cubes

A. *Teacher places 5 blocks on the table. Teacher says:* **Count these blocks. Point to each one and count out loud so I can hear you.** Check *yes* if child counts accurately using 1 - 1 correspondence.

B. *Teacher says:* **Give me 4 blocks.** Check *yes* if child responds accurately.

C. *Teacher puts six blocks on the table. Teacher says:* **Show me how you would divide these blocks so we both have the same number.** (Teacher may repeat directions.) Check *yes* if child divides blocks accurately. (Teacher option: **Ask child "how do you know?"** to gain more insight.)

Problem Solving (cont'd.)

B. *Teacher poses questions and makes note of child's responses. Use teacher judgment to determine a correct or appropriate response. Teacher may stop after 4 questions if all responses are correct.* Check *yes* if child responds correctly to 4 questions.

- Where do you buy bread, eggs and milk?
- Why do we have keys?
- Where do you go when you want to see animals like tigers and bears?
- What do you do when you break something that belongs to someone else?
- What do you do when you are playing with a toy and someone takes it away from you?
- What do you do when you cut your finger?

PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

Gross Motor Development

Materials - Identify a 7' - 10' line on the floor of the classroom (length of masking or plastic tape on the floor; or identify a 1"- 2" wide pre-existing line.)

A. *Teacher says:* **Show me how you hop on one foot while I count to 5.** *(Teacher counts to 5 while child hops.) Teacher may demonstrate hopping if the child is hesitant. Teacher says:* **Now hop on the other foot.** *(Teacher counts to 5 while child hops.)* Check *yes* if child hops 5 times on one foot or the other. *(Teacher notes about demonstrated behavior provide excellent information about dominance, strengths and weaknesses.)*

B. *Teacher says:* **Show me how you walk on this line, like this.** *Teacher demonstrates walking in a controlled and natural heel-toe stride using small steps.* Check *yes* if child demonstrates balance and control in a natural heel-toe stride (no giant steps).

LANGUAGE AND LITERACY DEVELOPMENT

Emergent Writing. This can be accomplished while teacher completes parent interview.

Materials - Crayons and paper.

A. *Teacher says:* **While I'm talking to your parent** (or whatever grownup is attending with the child), **please go to the table with the crayons and draw a picture of something you like.** *If necessary, prompt by suggesting ideas such as family, a favorite thing, a pet, etc.)* Check *yes* if the child draws a *recognizable* picture based on teacher discretion.

Speaking (cont'd.)

B. *Teacher points to a picture the child has drawn previously (see above). Teacher says:* **Tell me about your picture.** *(Teacher may want to note if complete or partial sentences are being used.)* Check *yes* if child's response is appropriate to the question.

Emergent Writing (cont'd.)

C. *Teacher says:* **Write your name on your picture.** Check *yes* if child prints any recognizable part of his/her name.

D. *Teacher says:* **Write something about your picture.** Check *yes* if child uses any symbols to represent writing. If child says "I can't write," check *no*.

CLASSROOM OBSERVATION ACTIVITIES

PERSONAL - SOCIAL DEVELOPMENT

Social Development/Approaches to Learning

Materials - Class checklist.

Teacher will observe students and use checklist during first few weeks of school. In all areas, check *yes* based on teacher judgment.

PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

Physical Well Being/Fine Motor Development

Materials - Class checklist & classroom supplies.

Teacher will observe students and use checklist during the first few weeks of school. In all areas, check *yes* based on teacher judgment.

Gross Motor Development

Materials - Class checklist & music.

Gym, music and/or classroom teacher will observe students during the first few weeks of school and use checklist during a gym or movement period. Check *yes* based on teacher judgment.

ANCHORAGE SCHOOL DISTRICT
PARENT QUESTIONNAIRE

_____ M or F Birth Date: _____
Child's Name

Tell me some things about your child that will help me to know him/her.
_____
_____
_____
_____

Does your child have brothers or sisters?_____
Name_____ age _____
Name_____ age _____
Name_____ age _____
Name_____ age _____

What are his/her favorite indoor activities? _____
_____

What are his/her favorite outdoor activities? _____
_____

What responsibilities (chores) does your child have? _____
_____

What was the first language learned by your child?_____
What language (s) is/are spoken at home? _____

Does your child have asthma? _____No _____Yes

Does your child have allergies that could be a problem at school e.g. (foods, pets, pollens, insects)? ___No __Yes if yes, what kind? _____

_____May need medicine during school hours: ____Daily/Regular ____ Occasionally
The Anchorage School District requires that forms be completed by your physician when it is necessary for children to take medication during school hours. Please see the school nurse if medication is to be taken at school.

Date of last complete physical exam_____

Vision: _____ No known problem
_____ had professional eye check-up
_____ needs glasses: _____ all the time _____ for reading
_____ had eye surgery when?_____ why? _____

Hearing Concerns: _____No _____ Yes_____Sometimes _____ Seat in front
_____ frequent ear infections _____ as a baby _____ still
_____ has ear tubes _____ has had tubes _____ times
_____ has a problem with hard wax _____ has hearing aid(s)

Has any member of the immediate family experienced difficulties with reading, speaking, spelling, writing or math? _____

Is your child able to (Y/N)

_____Tie shoes _____Button _____Dress self _____Zip coat
_____Ride tricycle _____Ride bicycle

She/he is _____right handed _____left handed _____hasn't decided

School History:

Has he/she attended preschool?_____Yes _____No When?_____
Where?_____

Social and Behavioral History:

Do you have any special concerns about your child's behavior in any of the following areas? (The school nurse, speech therapist, or psychologist would be happy to discuss these with you.)

_____Listening/paying attention
_____Speech/Language
_____Sleeping
_____Other
_____Fears
_____Toileting
_____Discipline
_____Eating

Please check any of the following that usually apply to your child:

_____gets along well with others
_____acts shy
_____misunderstands
_____is always moving
_____doesn't follow instructions
_____accident prone
_____tries new activities
_____doesn't listen
_____prefers quiet activities
_____plays cooperatively with others
_____shares
_____acts without thinking
_____easily frustrated
_____head banging
_____rocking
_____takes turns
_____sits & listens to a story for 10 minutes
_____moves easily from one activity to another
_____plays independently for 5-10 minutes
_____listens without interrupting while someone else is talking
_____quick to anger
_____clumsy
_____cries easily
_____bossy
_____difficult to soothe
_____other _____

Are there any problem(s) that may impact learning?_____

_____

_____

Is there any other information that will help me to better understand your child?

_____

_____

_____

What would you like your child to learn in kindergarten?_____

_____

_____

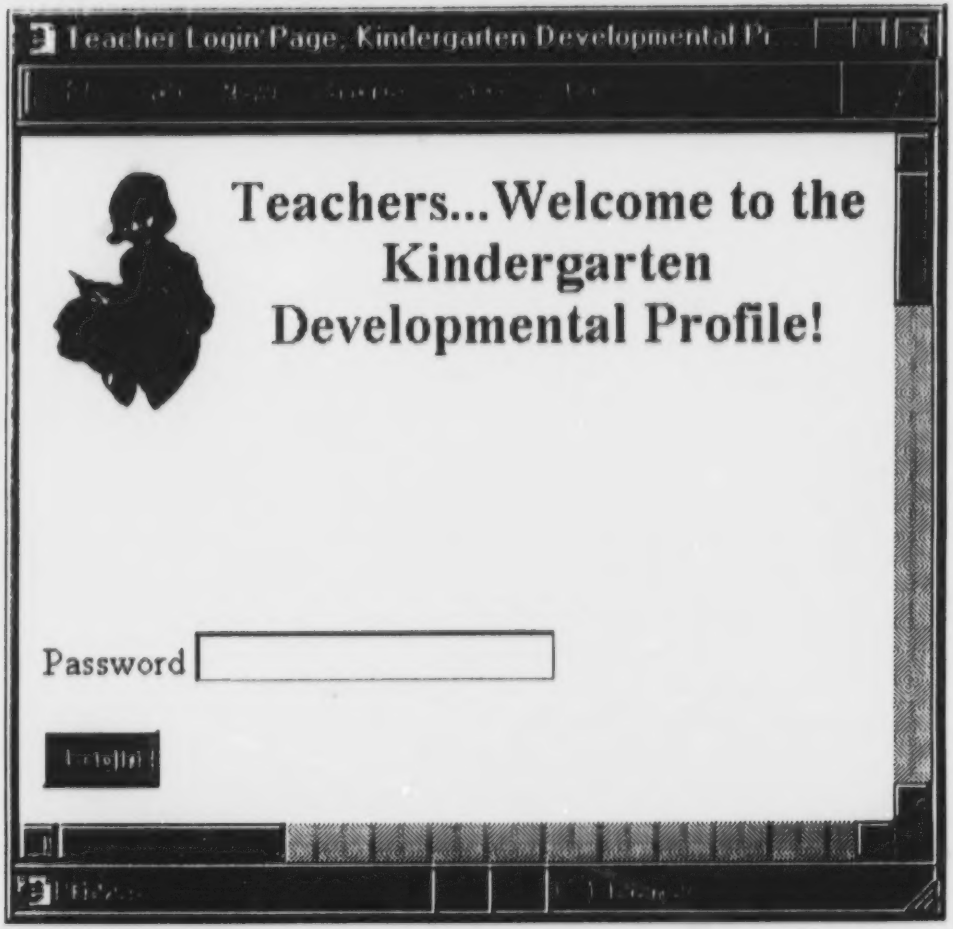
_____

Comments:

Electronic Recording System

Developed by

Steve Garrison, Research Associate
Assessment & Evaluation Department
Anchorage School District


Teacher Login Page, Kindergarten Developmental Pr
Teachers...Welcome to the Kindergarten Developmental Profile!
Password

Kindergarten Developmental Profile Menu, Vers 1.0 - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Kindergarten Developmental Profile

Main Menu

Hello Mrs. Brown.
How's it going at Trout Creek?

Reminder: your password is *trout*

1. **Fill in** class developmental profiles..... (Start here. Fill out most or all of the class at one time.)
2. **Edit** profiles..... (Edit a student already worked on in #1 above.)
3. **Print** individual profiles..... (Print a formatted report for one child.)
4. **Print** class summary..... (Print a formatted report for your whole class.)
5. **Add** a student..... (Add a new student or transfer student to your class.)
6. **Teacher directions**..... (Read detailed directions about completing this Profile.)

Kindergarten Developmental Profile Edit Menu, Ver 1.0 - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home

Choose a student profile to print

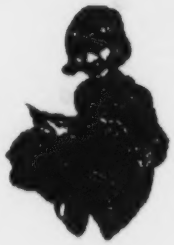
Student Name	Student ID	Print
Fishy, W	7788227	Print
Grayling, C	3399221	Print
Pike, J	8822331	Print
Salmon, C	3322991	Print

Return to Main Menu

Done Internet

Kindergarten Developmental Profile Vers 1.1 - Mic oft Internet Explorer

File Edit View Favorites Tools Help



Edit Kindergarten Developmental Profiles

Language and Literacy Development										
Speaking			Emergent Reading/Listening						Problem Solving	
Student	Finished Student	Tells To Do	Student	Two Step	Identifies Front	Identifies Print	Listens	Retells	Student	Builds
Fishy, W	Yes	Yes	Fishy, W	Yes	Yes	Yes	Yes	Yes	Fishy, W	Yes
Student	Finished Student	Tells To Do	Student	Two Step	Identifies Front	Identifies Print	Listens	Retells	Student	Builds

Done

Internet

ALASKA DEVELOPMENTAL PROFILE RECORDING FORM

Alaska Department of Education & Early Development

SCHOOL NUMBER

YEAR

Please darken blocks completely

This recording form is for
(Only one grade level per recording form)
Kindergarten only
First Grade only

STUDENT NAMES

DEVELOPMENTAL AREAS AND SAMPLE INDICATORS	GENDER	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT				LANGUAGE AND LITERACY DEVELOPMENT								PERSONAL-SOCIAL DEVELOPMENT								THINKING AND COGNITIVE DEVELOPMENT						CHILD BACKGROUND			
	Sex (M or F)	PHYSICAL WELL-BEING appears physically well nourished, well rested, and dressed for the environment		FINE MOTOR DEVELOPMENT cuts with scissors, strings beads, uses crayon comfortably, stacks blocks		GROSS MOTOR DEVELOPMENT hops on one foot, balances while walking on a line on floor, walks and runs with ease		SPEAKING communicates needs, wants, or thoughts in his/her own primary language		LISTENING follows simple two step directions		EMERGENT READING orally retells a familiar story, knows print carries the message in a picture book		EMERGENT WRITING draws pictures or symbols to tell a story		SOCIAL DEVELOPMENT plays and works cooperatively with others, adapts to activity changes		APPROACHES TO LEARNING shows eagerness and curiosity as a learner, sustains attention in learning experiences		PROBLEM SOLVING identifies problems and seeks solutions while playing with objects such as sand and water, blocks, construction toys		NUMBER CONCEPTS understands sequence of turn taking in games such as Candy Land, divides materials to use with a friend		ATTENDED PRESCHOOL preschool experiences can happen in many configurations including Head Start, private schools, and child care environments		HEALTH DATA has health file that goes beyond State requirements of TB, immunizations, weight, height, vision, hearing (e.g., file includes dental and/or physical exam records)		IEP child has IEP	
1	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
2	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
3	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
4	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
5	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
6	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
7	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
8	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
9	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
10	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
11	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
12	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
13	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
14	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
15	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
16	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
17	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
18	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
19	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
20	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
21	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
22	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
23	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
24	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
25	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
26	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
27	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
28	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
29	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
30	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
31	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
32	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
33	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
34	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
35	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
36	M F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N

RATINGS

YES = The child exhibits the behaviors

NO = The child does not yet exhibit the behaviors

Teacher: _____

SCANTRON FORM NO. F-13480-ADE www.scantron.com

ALASKA DEVELOPMENTAL PROFILE RECORDING FORM

Alaska Department of Education & Early Development

	GENDER	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT			LANGUAGE AND LITERACY DEVELOPMENT				PERSONAL-SOCIAL DEVELOPMENT		THINKING AND COGNITIVE DEVELOPMENT		CHILD BACKGROUND	
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STUDENT NAMES															
	M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	M F	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N

RATINGS

YES = The child exhibits the behaviors

NO = The child does not yet exhibit the behaviors